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HIV/AIDS Service Capacity Project in Ukraine

Leadership skills development

Training for HIV MARPs and PLHIV community leaders

Trainer's pilot manual

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INTRODUCTION

International and regional data show that leadership on the part of people affected by HIV plays a major role in fighting HIV/AIDS and ensuring access to prevention, treatment, care and support.

Almost in all the world HIV positive people and those directly affected by the epidemic were the first to carry out HIV/AIDS epidemic response activities. In the majority of countries their first initiatives served as a basis for the development of national HIV response efforts. Governments have recognized that an effective response should involve concerted efforts of governments, organizations and individual leaders at the community level (*Declaration of Commitment on HIV/AIDS, Adopted by UN General Assembly resolution S-26/2 of June 27, 2001*). For years community leaders have influenced HIV response policies both locally and nationally.

At various stages of individual development leaders are faces with an array of challenges, one of which is the problem of identifying oneself as a community leader rather than an active individual and underdeveloped leadership skills – communication, teamwork, defining joint prospects and planning, etc.

That's why **support for new leaders** among people affected by HIV/AIDS requires special attention in terms of ensuring continuous HIV response and overcoming new challenges.

The manual “Developing leadership skills” is a training tool than can be used at leadership trainings. It focuses on the development of and support for leadership, i.e.: establish horizontal connections and develop communication skills.

TRAINING CONTENT AND OBJECTIVES

This training is designed for PLHIV and MARP community leaders (MSM, CSW, IDU, street children, etc.). Irrespective of the level of practical training trainees' role consists in being trained and training others, gaining and sharing experience. Training sessions are most effective when trainees contribute to discussions, small group work or work in pairs, as well as pre and post-training evaluation.

Time: 2 days, 14 hours.

Desired audience composition: up to 20 persons.

As there is no single list of characteristics defining a leader, likewise there is no single approach to methods of teaching leadership skills. Given that leadership always begins with effective communication, leaders should be able to bring home both their own thought and common ideas of the community; listen to others and openly voice their own views and freely communicate, therefore the majority of training sessions are intended to improve communication: from opinions voiced by one trainee to group discussions and public speaking skills. The experience of effective communication, ability to build intrapersonal relations and to plan their activity will help leaders reach a consensus with the members of their group, develop a common vision of solutions and bring home their ideas to policy decision makers.

Training purpose: Develop leadership skills of PLHIV and MARP community leaders

Training objectives:

- Build trainees' clear understanding of the concept of a "leader" and a leader's role in a community.
- Develop communication skills as an important component of leadership.
- Improve skills in establishing horizontal connections within the community and with authorities.
- Develop skills in framing activity plans at the regional level

TRAINER'S ROLE

The role of a trainer is to organize a meeting and motivate trainees to achieve training objectives. The trainer should not necessarily be an adept in leadership or have answers to all questions. If discussions are effectively facilitated, trainees will be able to come up with solution by themselves.

Some tips for the trainer:

- Discussions should be directed: sometime you should propose a different new tack by asking questions, influence the course of the discussion rather than anticipate a specific result of a discussion, and you should also remember that there cannot be right or authoritative answers in advance. A good trainer creates a trust-based atmosphere during the training in which each participant will not be afraid of airing their views or being criticized. You should not worry if trainees take long pauses between their comments: trainees will need this time to muster up their thoughts before giving their piece of mind. If some trainees are shy of giving their view, you can voice your own opinion and ask trainees to comment on it.
- You should stimulate the discussion process. Almost every session ends with issues for consideration and discussion. Such issues are provided in the manual as possible cues, and the trainer may allow trainees to divert from these cues if the group is involved in a meaningful discussion. An experienced trainer senses the needs of individual trainees and the entire group, shows tack, and gives support to trainees sharing their responsible for training.
- Stick to the agenda. Sometime the best way to facilitate the discussion is to follow the agenda and training working procedure. The size of a group may vary and you should remind trainees that their comments should be brief and consistent with the topic so that no trainee could monopolize the discussion. The most diplomatic way in this case is to give your proposals and instructions to the entire group rather than to an individual trainee. You should also encourage trainee to listen to one another and make their comments in turn.
- Joint responsibility in the process of training. The trainer is responsible for the success of each session yet there is no need to control each exercise. Joint responsibility should be part of any session. The easiest way to do it is to have one of the trainees take notes for the whole group (e.g. on a flipchart paper), or read the objective out loud, or ask for assistance in facilitating the discussion.
- Involvement in discussion. The trainer will decide if he/she should engage in discussion, however it should be remembered that the trainer is an organizer of a session and his/her thoughts and proposals are of special

weight. Therefore, it is important for the trainer to restrict its interventions in the discussion and emphasize that his/her opinion is not the right one or single one.

- Brainstorming exercise means collecting a large body of ideas that can be used to address a specific problem. During the exercise trainees should focus on generating their own ideas rather than assessing others' proposals. Ideas are normally assessed after the brainstorming session in the form of a discussion: all proposed ideas are recorded, there are no "right" ideas, and after ideas and proposals have been collected, trainees will arrange them in order of priority (if this is required). The facilitator will oversee the brainstorming process, record ideas and remind trainees of brainstorming rules because often trainees are inclined to discuss ideas.

Introduction of trainees, expectations, agenda overview, working procedure.

Objectives:

- Organizers welcome trainees.
- Identify trainees' expectations.
- Discuss training goals, objectives and agenda.
- Set group work rules.
- Allow trainees to get to know one another and create a favorable atmosphere for further work.

Time: 30 min.

Materials: flipchart paper, markers, tape, pens and paper for trainees, envelopes.
Pre-training evaluation forms

Handouts: agenda copies for each trainee, envelopes

Introduction:

- Pre-training evaluation forms (Annex #1) are completed by all trainees at the start of the training.
- Organizers welcome trainees and give the floor to facilitators
- Greet trainees and introduce yourselves
- Ask trainees to introduce themselves to one another.

Step 1

Introductions

Trainees take turns to give their:

name,
city where they live,
organization (group) that they represent
their expectation from the training.

While trainees do this the facilitator records all their expectations on a flipchart paper. Facilitators also introduce themselves. At the end of this step expectations are posted on a wall.

Step 2

Training goal and objectives.

Tell about the goal and objectives and empathize those objectives that meet trainees' expectations. At this stage you should pass around and do an overview of the training agenda.

Step 3

Working rules.

It is important to set the working rules of the group. These rules will regulate trainees' behavior and interaction and serve as a basis for creating a safe space that is necessary to create an atmosphere of trust, mutual interest and give trainees an opportunity to express themselves. Encourage trainees to name rules that will govern the group's activity during 2 days. Record the rules on a flipchart paper and post them on a wall so that all trainees can see them for 2 days.

Step 4

“Grab bag”

Along with paper and pens trainees will be given envelopes. Ask trainees to imagine that the envelope is their personal “Grab bag”, which will be filled throughout the training process. Its contents can be used for further work (to update the acquired knowledge and to train other group members).

Trainees will have to sign their envelopes with their names and keep the envelopes accessible.

Note to facilitator

- Group rules may include:
 - start and end the training session timely,
 - a raised hand rule,
 - a confidentiality rule,
 - respect one another,
 - I-statements,
 - cell phones-off rule,
 - do not be late, etc.
- At the start of a training trainees may feel ill at ease in the presence of strangers. If you know that the situation requires an “icebreaker” introductions can be acted out: dynamically or passively. For example, the game of making introductions “Phrase”. Task: a trainee must make a phrase each word of which starts with the initial letter of his/her name. The phrase will consist of:
 - Trainee’s name
 - Action
 - Name of an animal or plant
 - Name of a cityE.g., Courtney cooked chicken in Cambridge

Activity 1. Define the term “leader”

Objective:

- Define characteristics/qualities and required skills of a leader.
- Discuss circumstances that give rise to a leader or leadership.
- Help trainees realize their own leadership possibilities.

Time: 60 min.

Materials: 4 paper, pencils, flipchart paper, markers, tape.

Handouts: N/A.

Introduction:

As a result of exercise 1 under this activity trainees will be able to tentatively define what leader is: a person who takes initiative, “leads” and is responsible for the outcome.

The other two exercises will be focused on developing an idea of a leader based on his/her characteristics and delineated circumstances that give rise to leadership.

Step 1

Drawing exercise

Trainees pair up with one another and each pair gets a sheet of paper and a pencil from the trainer.

Objective: In each couple partners will both hold the same pencil and make an arbitrary drawing silently and without agreement.

Discussion of the exercise.

- What have you drawn? Did both the partners have the same vision/idea of the drawing?
- Who and why was the leader in the couple and why?
- How did you decide as to who will lead?
- Was the leader one or was leadership switched between the partners?
- What circumstances prompted you to assume leadership? What helped you to be leader and what impeded you?
- What circumstances prompted you to give up the leader’s role? What helped you in this situation and what impeded?
- Were those who has assumed the role of a leader considered as leaders? Why?
- Would it have been easier for you if you could have spoken?
- Do trainees know the name of a method of such communication (nonverbal)?
- Do you consider yourself a leader? Why?
- Do others consider you a leader?
- What do you feel when you are told that you are a leader?

Step 2

List a leader’s characteristics and skills.

After discussing the exercise ask trainees to name qualities and skills of a leader that group participants have demonstrated. Record them on a flipchart paper. Ask trainees to flesh out the list with other leader characteristics (based on their own experience).

Step 3

List circumstances and events conducive to leadership.

Ask trainees to think what circumstances are conducive to leadership (in a family, community, under different life circumstances). Record answers in another sheet of paper.

Step 4.

Summarize the session.

Post the results of the exercises (two lists) on the wall. Tell trainees that they can flesh out the lists throughout the training process.

Note to facilitator

- **leader** means the one who leads, or who is the best or in the first place;
- a political figure or a person we meet almost everyday – in a family, among friends or can be a leader or colleagues;
- any person in a particular situation (event, circumstance) can be a leader;
- leadership may be switch among persons;
- in psychology there are various classifications of leaders: leader – inspirer and leader – implementer, universal leader and situational leader, emotional leader and business leader;
- leadership appears when at least two people are involved, you cannot be a leader when you are alone;
- one of the main interpersonal interaction methods is communication (exchange of ideas). In the drawing exercise only nonverbal communication was used;
- communication is the basis of leadership;
- **a leader's characteristics and skills may include the following:**
 - takes the lead,
 - assumes responsibility for the outcome,
 - energetic,
 - resolute,
 - goal-oriented,
 - uses all resources to achieve the goal,
 - influences the surrounding circumstances even without having real power,
 - attracts respects and a desire to be followed,
 - charismatic,
 - good communication skills,
 - capable of establishing collaboration,
 - able to listen to and respect others' views,
 - good organizer skills,
 - asserts community interest rather than his own,
 - not afraid of voicing his personal opinion,
 - aspires to solve the community's problem, etc.

Activity 2. Identify common problems of the community and the role of a leader in addressing problems

Objective:

- Identify common problems of a community.
- Help trainees to identify their own leadership role in addressing a problem.

Time: 45 min.

Materials: 4 paper, flipchart paper, markers, tape.

Handouts: N/A.

Introduction:

Trainees have come to the training with their own perception of problems in their community and solutions. One of the results of this session will be the identification of the most burning problems for a larger number of groups and building of their own leadership in addressing these problems.

Step 1

“My own perspective” exercise

Trainees form 4 groups to do the exercise. *Assignment:*

- Each trainee will formulate and present one important **problem** of his/her community in the context of HIV/AIDS, which he/she would live to solve, and a **result** that needs to be achieved. The group records problems presented by each trainee on a flipchart paper;
- through discussion the group will chose **one problem**, which is important to all trainees, and a result (a common problem is identified in the list and the result is recorded)
- each trainee will think and tell others (for 1-2 minutes) that he/she can **do to solve the problem** (this is his/her own perspective of leadership);
- trainees will briefly **record their role** to jointly solve the problem identified on separate A4 paper sheets (2-3 sentences).

Discussion of the exercise.

- Was it difficult for you to be in a group and chose a single problem or result? Why did you choose this problem?
- Did recording your own actions help you better understand your role in problem solution?
- Was it difficult for you to formulate your role?
- Do you feel personally responsible for specific social problems?
- Do you think your perspective will change over time? Why?
- What leadership skills did you and your colleagues show while doing the exercise?

Step 2.

Summing up.

Emphasize that in their activity leaders should orient themselves to actual needs of a specific community rather than their own interests. So

it is important for the group to get a common vision of problems and solutions. Ask trainees to keep their notes on their perspective of leadership in addressing social problems, as they will refer to the notes during the working process. Post the groups' work results, During the next session trainees will also work in 4 groups.

Note to facilitator

- The groups may find it hard to formulate problems in a pithy and clear way. Ask them formulate problems starting with such phrases as “lack of access to..”, “a growing number of cases ...” etc...
- Ask trainees to specify the negative process occurring in the community when formulating a problem, rather than to describe causes or consequences of a problem; they should focus on one problem and properly think of how to define it since the quality of their training is conditional on this.
- The result of problem solution is a positive change that undoes the problem.

Activity 3. What should a leader know?

Objective:

- List what knowledge should a leader possess to overcome common problems.
- Build understanding of the importance of training a leader.
- Introduce trainees to the GIPA principle “Greater involvement of people living with HIV/AIDS”.

Time: 1 hour 15 minutes

Materials: 4 paper, flipchart paper, markers, tape.

Handouts: GIPA principle “Greater involvement of people living with HIV/AIDS” presentation (Annex #4)

Introduction:

Training is an integral part of leadership. A leader should acquire knowledge and skills for self-development (a leader who fails to self-develop will lose his/her other positions over time), for effective activity (e.g., you can’t solve a problem unless you have up-to-date information on all aspects of the problem), for training other group members (including as part of team training), for informing the community, etc. An effective leader will constantly find himself self-developing.

The exercise in this session will allow trainees to act out a list of required knowledge and skills. The trainees will gain some of the needed skills during the training, yet they should acquire the bulk of the knowledge through self-education; trainees will prioritize their training areas by themselves. If time permits, the trainers can provide information on the GIPA principles. Also, at the end of the session trainees will list training opportunities accessible to them.

Step 1

“Suns of knowledge” exercise.

Trainees will still work in 4 groups as in the previous session.

Objectives:

- Having read the notes on their role in addressing a jointly identified problem group participants should identify what knowledge and skills they need to do what they plan, specifically in the area of HIV/AIDS.
- Each group will draw on a large sheet of paper and delineate a common problem, and alongside a circle which will become a sun as the training goes on.
- **Each group participant** will add rays to the sun and each ray will reflect the **knowledge a certain participant needs**. Trainees will record both the knowledge they have and the knowledge

they lack. Categories of knowledge of group participants should not coincide (repeat themselves).

- Group will **present their needs for knowledge** and post their drawing on the walls.
- The facilitator points out categories of knowledge that recur most. Trainees need these categories of knowledge most.

Discussion of the exercise.

- Did you reveal serious gaps in trainees' knowledge? What knowledge do you lack?
- What problems do you have in your work due to lack of knowledge? Give examples.
- Can a lack of knowledge become a serious barrier for a leader?
- Add knowledge that a leader needs to the list.

Step 2.

Training opportunities.

Discussion.

- What training opportunities do you have?
- What should be done to take advantage of these opportunities? Share your experience.
- Do you plan to take training opportunities in the nearest time to come? How?
- Who helps/helped you to study?

The trainer records all **training opportunities** mentioned by trainees and post them on the walls.

Step 3.

Presentation

“GIPA: greater involvement of people living with AIDS”.

Before the presentation you should point out that a lack of information or knowledge as to how to find it often prevent leaders from being aware of important social processes, from being involved in activities related to the solution of community problems. The presentation will explain the GIPA principle (greater involvement of people living with AIDS in all sectors) – from social and cultural to economic and political.

After the presentation its handout will be passed around to trainees.

Step 4.

Recap.

One of the trainees will recapitulate the session and mention what all trainees have done.

Note to facilitator

- Among other things trainees will mention the following categories of knowledge, including knowledge in the area of HIV/AIDS:
 - HIV and AIDS: epidemiology, most at risk populations, latest research, etc,
 - human rights,
 - power structure,
 - organization of the activity of a non-governmental organization,
 - advocacy skills,

- basics of working with the mass media,
- basic ARV support and treatment,
- communication skills
- recordkeeping, etc.

Activity 4. Basic effective communication. Creating messages.

Objective:

- Introduce trainees to the algorithm of making a short message.
- Teach how to make a message.
- Present components of effective communication.

Time: 1 hour 15 min.

Materials: flipchart paper, marker, tape, A-4 paper for all trainees, pens.

Handouts: Presentation “Basic effective communication” (Annex 5).

Introduction:

At previous sessions trainees learned among other things that one of the leadership components is the ability to make one’s own vision understandable for others, i.e. the ability to communicate one’s own view by formulating a message. **Of great importance is communicating an understandable and short message.**

This session is intended to introduce trainees to the algorithm of creating a brief message, understanding the importance of effective communication through the acquisition of theoretic knowledge and practical experience in communication processes.

Step 1.

A brief message formula.

Tell trainees that leadership implies communication with the media (for instance, during activities or on an individual basis). **It is important that during an interview a leader can present for 40-60 seconds not only the main problem but also explain what his/her group seeks to achieve.** Normally, mass media coverage of an activity and interview is reduced to a short footage of 60 second that is aired in a regular radio or TV newscast. For the basic idea to be aired, each speaker should be able to bring home a short information message. A simple model will help focus on the form and content of an interview that meets radio or TV requirements most.

A short information message includes the following components:

- **Statement.** A statement is the basic idea of a message. The speaker should give the basic idea of his/her message using several expressive and concise phrases.
- **Proof.** The basic idea of a message needs to be corroborated by facts or statistics. Facts and statistics included in a message should be as easily understandable as possible.
- **Example.** Flat facts should be exemplified by actual life events. An example of one’s own actual experience will liven up the narration and render it more cogent.
- **Desired reaction.** These are actions that should be aimed at solving a particular problem; this is a call for action.

The structure of a short information message should be posted on a flipchart paper so that trainees can see it.

Statement + proof + example + desired reaction

Step 2.

Making an information message (exercise).

The exercise involves individual work with further discussion and finalization.

Objective:

- Ask trainees to **write during 10 minutes a short information message using the scheme on a topic that they find interesting** (trainees will choose a topic that they are versed in);
- After the allotted time is up, the facilitator will ask one of the trainees to read the message and other will analyze it and give their opinion on the following (**brief discussion**):
 - is the message understandable to an ordinary radio listener? What trainees think should be changed/improved in the message;
 - does the message structure correspond to the proposed algorithm? What should be added/excluded;
 - other comments.
- In the course of the discussion trainees will correct/adjust their messages. The facilitator will ask another two trainees to read the finalized messages and discuss them again. Trainees will keep the developed material for themselves.

Step 3.

Presentation “Basic effective communication”.

During the presentation trainees will be asked to give examples of how to use the communication methods that they watched at the training. The presentation points are discussed as each individual slide is viewed. The presentation is passed around among trainees for them to keep it in their “Grab bags”.

Step 4.

Recap.

The facilitator recaps the session.

The following conclusions may be drawn at the end of the session:

- Communication ensures an exchange of information and is a requisite condition for global progress. Exchanging information also implies a certain impact on individuals, their behavior, activity and social consciousness.
- One should continuously improve one’s communication skills, as well as skills to word one’s opinion in a laconic, informative and vivid fashion.

Note to facilitator

- If time permits, more information messages can be analyzed during the exercise, or work can be organized in the following way: after messages have been prepared, ask trainees to analyze one of the messages together and ask them to form pairs in which they could exchange notes, analyze them and discuss recommendations.

- The facilitator will decide for him/herself if more time should be allocated for trainees to learn to create short information messages (depending on whether the group is skilled enough at presenting an opinion in a pithy and informative way). The presentation on communication can be passed around as a handout for trainees to study it themselves.

Activity 5. Communication with authorities as an important component of leadership

Objective:

- Teach to how effectively communicate and rationalize one's own ideas
- Analyze individual styles of communication in a group
- Build skills to effectively communicate with authorities

Time: 1 hour 30 minutes

Materials: A4 paper, pens.

Handouts: N/A

Introduction:

This activity will enable trainees to try communicating in different roles i.e. try to rationalize their own ideas and find the best ways to communicate, practice to listen and hear the interlocutor, and analyze communication styles.

Step 1.

“Despite the differences” exercise

Choose one common problem out of four, and write it on the flipchart. Divide trainees into groups of 3 people and ask each threesome to model the following situation: an activity has come to an public official with proposals as to solving this problem, which demand the official's efforts. Reluctant to act, the official is trying to find reasons not to take the trouble.

Each threesome chooses one of the roles: either an activist or an official. The third participant will observe the negotiations in his/her team and will record his/her observations.

Objectives:

- Having chosen their roles, **the activist and the official hold a 5-10-minute meeting** during which the activist voices his/her concern and tries to persuade the official using arguments.
- **The observer makes notes on a sheet of paper** divided into two columns: effective communication methods and ineffective communication methods.
- Each participant in a threesome should try acting as activist, official and observer (all observers should make notes on the same sheet of paper).
- All participants gather in the middle. **Each briefly presents his/her observations.**
- During this time the trainer will record **effective communication methods and ineffective communication methods** on a flipchart paper trying to avoid repetitions.

Discussion of the exercise.

- What difficulties did you encounter while holding your ground?
- Did one side really listen to the other in your team?

- What relationship stereotypes could influence the reactions of the activist and official to each other's arguments?
- Did the activist and official attempt to explain the advantages of their respective positions to the opponent?
- What is the difference between "informing" and "rationalizing"? Please explain.
- What knowledge of facts would have helped the activities to persuade the official?
- In what cases do leaders try to "teach" others? Can you give examples when leaders try to employ this strategy.
- Did the activist and the official have common goals? Could they have reached a compromise? If yes, in which issues? If no, why?
- Is the strategy of seeking common problems and mutual interest in solving them effective for a leader? Give examples from the exercise.

Step 2.
Recap.

Each trainee had an opportunity to practice communication and analyze communication models.

Trainees shared their observations and impressions of their communication models.

Experience gained at the training will help establish communication with the authorities.

DAY I wrap-up.

Objective:

- Overview DAY I results.
- Share your impressions.
- Give your expectations for the next day.

Time: 30 minutes.

Materials: self-stick notes, flipchart, flipchart paper, markers, pens

Step 1.

The trainer will draw a pan, a bag and a pail on a flipchart.

Trainees get three self-stick each and write on separate pieces of paper what was it today that they would

- Take with them – they stick this note in the bag
- Digest (need time to think) - another note in the pan
- Discard (unnecessary topic) – the third note in the pail.

Trainees return to the circle and share their impressions and feelings after DAY I. If they want, they may tell what they have written on the self-stick notes. After this they are given information about DAY II of the training.

DAY II

DAY I overview. Starting work. DAY I recap

Objective:

- Gear up for work emotionally.
- Recap and check how trainees mastered the material from DAY I.

Time: 60 minutes

Materials: N/A

Step 1.**“Radio” exercise**

Trainees imagine that they are in a radio studio. Each member of the group will act as anchor (moderator) and then as a player in two radio programs:

- The “Weather” program – the first participant gives a brief description of the “weather” inside (for example, a phrase “today is sunny, 20 degree above zero, not windy” implies that the trainer is in a good and tranquil mood)
- The moderator of the “What? Where? When?” program – the first trainee asks another one questions related to the previous day training topic.
- A player in the program “What? Where? When?” – another player will answer the questions from the first player and acts as the moderator of the “Weather” and “What? Where? When?” programs.

All participants will assume the three roles, asking and answering questions.

Activity 6. Networking in a community

Objective:

- Empower trainees by building their interpersonal communication skills.
- Solidify skills of listening/hearing to other people.

Time:

1 hour.

Materials:

paper, pens, tape, flipchart paper.

Handouts:

N/A.

Introduction:

It is important for a leader to form various networks: primarily, in his/her own group (search for group members, identify their needs, and discover potential, etc.), and with a territorial community (establish collaboration with other groups, look for community resources to meet the needs of his/her own group, inform the community and build a positive perception of his/her group, etc.), establishing ties with authorities (to advocate system changes necessary for addressing the group's problems).

The session is intended to provide trainees with practical experience in establishing horizontal relationships in their community and to hone their effective communication skills.

Step 1.

“Empowering” exercise.

Trainees will form pairs.

For 10 minutes each trainee in a pair will answer the following question about his/her partner:

- what do you like about your partner (at least three aspects: character traits, skills, ideas, methods of work, ability to listen, speak, etc.)
- describe what you would like to do together in terms of implementing your perspective (described yesterday) and what would you like to learn from your partner.
- Give advice that your partner may find useful.

Each trainee will record what is being said about him/her in terms of the three aspects mentioned above.

10-12 minutes later the trainer will ask the pairs to swap one of the partners and do the exercise over.

After 10-12 minutes are up, trainees will resume their places, each to complete his/her sheet of paper “Self-confidence”, i.e. they write as follows:

- Personal qualities (character traits, skills, abilities) that other people find appealing in the person.
- What others would like to do with him/her.
- Advice they were given.

The group will gather to discuss the exercise.

Discussion of the exercise.

- What was easy and what was difficult about the exercise? Please explain.
- Did this exercise help you to better understand other trainees?
- Was communication sincere and trust-based? If no, explain what compromised trust?
- Why is it important for a leader to build interpersonal relations with community members?
- What advice would you give to a budding leader as to the tactics of establishing interpersonal relationships in a community (seek positive traits in people, seek opportunities for discovering and using other people's potential, help other community members, etc)?
- What consequences may impact a leader's activity as a result of right or wrong interpersonal relationships in a community?
- Did this exercise solidify your affiliation with the group?
- What other conclusions did you draw from this exercise?

Note to facilitator

- A leader can exist only in a group. A leader should focus on communication with group members, which implies respecting others' opinion. One should learn to get rid of any prejudice against other people, avoid being overly critical or forcing your ideas on others, see the positive in others and acknowledge their achievements, as well as forgive them their faults understanding that all of us are different.
- Ask trainees to put their "Self-confidence" sheets in their "Grab bags" and remind them that this sheet can be used when they are in self-doubt when working in the field.

Activity 7. Identifying supporters and opponents

Objective:

- Improve skills in identifying supporters and opponents.
- Develop skills in joint decision-making and reaching common ground in the group.
- Have trainees to recognize a meaningful role of supporters in addressing problems.

Time: 1 hour 15 minutes

Materials: flipchart paper, glue (4 sticks), scissors (4 pairs), newspapers and magazines

Handouts: N/A

Introduction:

One of the objectives for a leader is to find supporters and establish contacts with them. Supporters may become a leader and community's partners in terms of reaching goals. As the solution of most HIV-related problems is conditional on the political will of governments and communities, in order to effect system changes one should look for partners, including among authorities and self-government representatives, public official, heads of community-based and faith-based organization, as well as other influential figures.

Step 1.

“Identifying supporters and opponents” exercise.

Trainees will again form four groups in which they worked before and will recall the common problem identified the day before.

Objective:

Each group will identify persons (positions) that one way or another can influence the solution of this problem, and classify as follows:

- Supporters (who the group believes will provide support to solve the problem);
- Neutrals (who are not aware of the problem yet and have no position on it);
- Opponents (who the group believes will oppose the solution)

The trainer writes the exercise on the flipchart paper.

The teams will write their supporters, neutrals and opponents on separate pieces of paper, discuss and reach common ground.

The group will make a collage i.e. pick photos from newspapers and magazines that most reflect these three categories. The collage should reflect this division into three categories.

After finishing the exercise the group will select one representative who will present the results of the group's work. The representative will tell why specific persons were added to one of the three lists.

Discussion of the exercise

- What was easy and what was difficult about the exercise? Why?

- How did you involve all members of a subgroup into the activity?
- Was it possible to listen to all group participants' view? Please elaborate on how common ground was reached?
- What would you focus on: on working with supporters, neutrals or opponents? Why?
- Do you think it is necessary to identify and engage supporters to address the problem? Why?

Step 2

Session summary.

As a result of the exercise trainees can draw the following conclusions:

- One should have information about officials and political figures to determine their role in terms of problem solution (their powers and responsibilities, interaction and accountability lines, their level of awareness of a specific problem, potential benefits that they can gain if they provide support in problem solution)
- Supporters and opponents may include not only political figures or public officials but also representatives of local authorities, businessmen, famous people (for example, singers, writers, famous individuals), leaders of community- and faith-based organizations, labor unions, youth leaders, mass media representatives, etc.
- Understanding who is a potential opponent is as important as identifying supporters.
- The more supporters are engaged, the greater are the odds of solving the problem.

Activity 8. Methods and forms of persuasion.

Objective:

- Develop skills at influencing the public opinion
- Hone rationalizing skills

Time: 45 minutes

Materials: three sheets of flipchart paper, marker, A4 paper, overhead projector and screen.

Handouts: N/A

Introduction: Not too many people have a natural flair for persuading others. Though constant practice one can learn to enhance his/her self-confidence and get rid of the so -called “stage fright”, improve one’s rationalizing and persuasion skills as well as emotions management skills. It is useful to watch how famous public leaders speak in public, and analyze their mode of speaking. Thorough preparation for a public speech will enable one to convey one’s thoughts in a simple, clear and persuasive fashion.

Step 1.

“Agree/disagree” exercise.

The facilitator posts a sheet of paper saying “Agree” on the one side of the room and another sheet saying “Disagree” on the other side of the room, and a third sheet “Don’t know” in the middle.

The facilitator also writes two statements that should provoke a positive or negative reaction from trainees. For example, the following statements can be used: “ART is efficacious only if brand drugs are used”; or “medication-assisted therapy is an effective HIV prevention method”.

Objective:

- Trainees should imagine that they are respondents in a social survey and they should give their opinion.
- The trainer slowly reads the first statement, after which trainees approach the sheet of paper that corresponds to their opinion.
- For 10 minutes those group members standing by the sheets “Agree” and “Disagree” will try to persuade one another to join their own group making out case for this.
- After this, the groups standing by the sheets “Agree” and “Disagree” will for 5 minutes take turns and try to persuade the “Don’t know” group to take their side.
- At the end of the exercise the trainer will ask those remaining in the “Don’t know group” why they did not join the other groups and if they are ready to change their view at all.
- If time permits, another statement can be read aloud to repeat the exercise.

Discussion of the exercise.

- When you were in the group you had chosen, whose methods prompted you to change your opinion?
- Please specify which persuasion methods and arguments influenced you and why.
 - Facts that were presented
 - Examples from real life
 - Persuasion manner, personal address to the interlocutor
 - Respect for other's opinion, etc..
- Did group members use methods or forms of persuasion that repelled you?
 - loud voice
 - aggressive mode of speaking
 - distortion of facts, etc.
- If you are trying to attract supporters to solve the problem which is more effective: to start a discussion with opponents or to persuade those who are neutral?

Step 2.

Recap.

Summarize the session: it is important to hear conclusions made by those who changed their opinion as well as those who was trying to persuade or did not change their view.

Note to facilitator

- **Before** reading aloud the statement make sure that all trainees have correctly understood the assignment.
- **During** the discussion make sure that it does not turn into a dispute. If the discussion gets heated, remind the trainees that they should not discuss the problem but persuade neutrals by using the most effective persuasion methods

Activity 9. Public speech

Objective:

- Give advice as to how to prepare and make a public speech.
- Solidify public speech/speech analysis skills

Time: 1 hour

Materials: overhead projector and screen

Handouts: “Preparing for a public speech” presentation (Annex 6).

Introduction: A leader is the mouthpiece for the group he/she represents. A leader’s public speech is a great responsibility of the leader and his/her team, that’s why each element of the speech should be well thought out. One of the objectives of this session is to give trainees practical advice as to how to prepare for and make a speech. The first piece of advice is to discuss the text of the speech with the team or group and choose methods to highlight key points. The next step is to practice public speaking in front of those who has experience and can comment on possible mistakes. This session is dedicated to the practice of public speaking.

Step 1.

“Preparing for a public speech” presentation

Answer questions to the presentation.

The presentation will be given to each trainee in their “Grab bags”

Step 2.

“Television debates” exercise.

The group should form four teams (that had worked previously during the identification of problems).

Ask trainees to imagine the following: it is the swing of a presidential campaign, each team will nominate a candidate and groom him/her for the most important telecast speech.

Objective (for each team):

- make up a short cogent speech (7 sentences at a maximum) for the candidate, write it down. The main goal of the speech is to persuade the audience that the candidate is capable of overcoming the problem presented by the group earlier;
- choose and prepare the speaker (using recommendations provided during the presentation);

The speaker’s task is to deliver a convincing speech

After the preparation (which may take not more than 25 minutes) each team’s candidate will speak in front of the entire group

Discussion of the exercise.

Questions for the group:

- Whose candidate sounded more convincing? Why?
- What difficulties did you encounter while doing the exercise?

- Why did you choose this speaker?

Questions for the speakers:

- What flaws in the speech did you notice and how can they be eliminated?
- What did you feel when you were speaking in front of the audience? Did you have a feeling that the entire team's success depends on the quality of your speech?

Step 3.

Recap.

Ask a trainee who acted as a presidential candidate to summarize the session, including such points as:

- Making a public speech requires thorough preparation, involvement of the entire team who will develop the text and give recommendations as to how the speech should be delivered
- You should regularly review and analyze your own speeches, working on mistakes
- To gain public speaking skills you should practice as more as possible, and eventually you will develop your own style.

Activity 10. Developing a plan of action.

Objective:

- Present the action planning methodology.
- Solidify joint planning skills with participation of group members.
- Discuss the leader's role in achieving changes at the regional level.

Time: 1 hour 45 minutes

Materials: overhead projector and screen, flipchart paper sheet, markers, tape

Handouts: "Planning" presentation (Annex 7).

Introduction:

The session is intended to impart theoretical and practical knowledge to trainees about methods of planning activities to solve the problem selected by the team, and to sensitize trainees to their role in effecting changes at the regional level.

Step 1.

"Planning" presentation.

Discuss the presentation.

The presentation is passed around to trainees as a handout.

Step 2.

Practical activity.

Trainees form four teams.

The teams will be given a flipchart paper and an example of a plan design (from the presentation).

The team plan their actions intended to address the 4 problems they had identified, using the following steps:

- Each team selects a facilitator who will read the problem and the planned result.
- Using the brainstorming technique the team will propose steps to address the problem and achieve the result (if necessary, the team may revise the result or the problem formulation), and the facilitator will record all the proposals for 10 minutes.
- The team discusses and selects relevant steps to address the problem, sets a sequence to be followed, deadlines and completes the plan table (this activity will take some 20-25 minutes).
- For self-check purposes the facilitator puts test questions to trainees, and the trainees will analyze and if necessary adjust (correct) the plan (about 10 minutes):
 - Will the proposed steps lead to the desired result?
 - Which steps can be combined?
 - Are there unfeasible steps in the plan and can they be replaced/removed without compromising the entire action plan?
 - Does the group have other proposals concerning the sequence of steps? Do all agree with the action plan?

The teams will present their action plans, telling about difficulties that they faced during their team work..

Step 3.

Individual activity.

Trainees will review and if necessary improve their perspective of changes at the regional level according to the jointly developed action plan.

Discussion of individual work.

- Has your vision of your own role in achieving changes at the regional level become clearer after the joint action plan was developed?
- Has your perspective changed since yesterday? Please explain.
- Tell about challenges that may arise in the course of your action plan implementation? How can they be addressed?

Step 4.

Session wrap-up.

The facilitator summarizes the session.

In this session trainees had an opportunity to not only see the importance of planning in a leader's activity but also tried to make plans to address the identified problems, taking into account such important aspects as the distribution of responsibilities, setting deadlines, etc. It is important that future leaders correct their vision of their own role in addressing the problem according to the group's plans, assess possible barriers to implementing the plans. Trainees will return home with already prepared action plans (plan development skills) and will be able to translate them into life.

Summary of the training results. Completion of the post-training evaluation questionnaire. Training wrap-up.

Objectives:

- Discuss results of the work completed during the training.
- Share individual feelings.
- Identify the participants' needs in their self-improvement as leaders.

Time: 1 hour.

Materials: small ball, flipchart, flipchart paper, markers.

Stage 1.

Discussion of the training results.

- Which topics would you like to keep in your briefcase? Which topics were not useful for you?
- Describe your short term plans for implementation of the skills acquired during the training.
- Describe the brightest impressions received from the training.

Stage 2.

Treasure Chest. Remind to participants on the Treasure Chest that they were filling during the training and will be taking home once training is finished.

Stage 3.

Exercise "I would like to thank you for ..."

Objectives:

- Participants stand in circle. Trainer tosses a small ball to one of the participants with the words "I would like to thank you for ..." finishing the expression with the reason for gratitude.
- The participant who received the ball tosses it to another member of the group and expresses his or her own reason for gratitude. Each training participant should take his or her turn with the ball.

Stage 4.

Completion of the post-training evaluation questionnaire (annex 6).

ANNEXES

List of Annexes:

Annex 1. Training Agenda.

Annex 2. Pre-training Evaluation Questionnaire.

Annex 3. Post-training Evaluation Questionnaire.

Annex 4. PowerPoint Presentation “GIPA: Greater Involvement of People Living with HIV/AIDS”.

Annex 5. PowerPoint Presentation “Effective Communication Fundamentals”.

Annex 6. PowerPoint Presentation “Message Development”.

Annex 7. PowerPoint Presentation “Planning”.

Training Agenda
“Building Leadership Skills”

DAY 1

Time	Topic
9:00 – 9:15	Training start. Completion of the pre-training evaluation questionnaire.
9:15 – 9:45	Introduction of the participants, expectations, overview of the training agenda and work timeline.
9:45 – 10:45	Topic 1. Identification of the “leader” definition. Interactive exercise, group work. Objectives: <ul style="list-style-type: none"> • Identify characteristics / features and necessary skills of a leader. • Review circumstances encouraging development of a leader and leadership. • Provide participants with the opportunity to cognize their individual leadership relevant capacity.
10:45 – 11:30	Topic 2. Identification of common challenges in a community and the role of a leader in addressing those challenges. Group work. Objectives: <ul style="list-style-type: none"> • Identify common challenges in a community. • Assists participants in identification of their individual leadership role in addressing the identified challenges.
11:30 – 11:45	Break for coffee and tea.
11:45 – 13:00	Topic 3. What should a leader know? <i>Group work, “brain storm”, PowerPoint Presentation.</i> Objectives: <ul style="list-style-type: none"> • Identify the list of knowledge required for a leader to address common challenges. • Build understanding of a leader’s training importance. • Present to participants the principles “GIPA: Greater Involvement of People Living with HIV/AIDS”.
13:00 – 14:00	Lunch.
14:00 – 15:15	Topic 4. Effective communication fundamentals. Information message development. <i>Exercise, PowerPoint Presentation, discussion.</i> Objectives: <ul style="list-style-type: none"> • Present to participants the algorithm of short information message development. • Train participants in short information message development. • Present to participants the components of effective communication.
15:15 – 15:30	Break for coffee and tea.
15:30 – 17:00	Topic 5. Communication as a critical component of leadership. <i>Work in groups of three people, discussion.</i> Objectives: <ul style="list-style-type: none"> • Train participants in effective delivery of personal ideas and their justification. • Analyze individual styles of communication in a group. • Develop skills in effective communication with government.
17:00 – 17:30	Wrap-up of the DAY 1.

DAY 2

Time	Topic
9:30 – 10:30	Overview of DAY 1 accomplishments. Engaging in activity, recap of the previous day material.
10:30 – 11:30	Topic 6. Establishment of horizontal linkages in a community. <i>Interactive exercise, discussion.</i> Objectives: <ul style="list-style-type: none"> • Build capacity of the participants via acquisition of skills in establishing interpersonal relationship. • Improve skills of listening to / hearing other people.
11:30 – 11:45	Break for coffee and tea.
11.45 – 13.00	Topic 7. Identification of supporters and opponents. <i>Group work, discussion.</i> Objectives: <ul style="list-style-type: none"> • Improve skills in identification of supporters and opponents. • Develop skills in joint decision making and seeking consensus in a group. • Achieve recognition by participants of the importance of supporters' role addressing challenges.
13.00 – 14.00	Lunch.
14.00 – 15.00	Topic 8. Methods and types of persuasion. <i>Interactive exercise, discussion.</i> Objectives: <ul style="list-style-type: none"> • Train skills in influencing public opinion. • Recap justification skills.
15:00 – 15:30	Topic 9. Speaking in public. <i>PowerPoint Presentation, exercise.</i> Objectives: <ul style="list-style-type: none"> • Give advice on preparation and facilitation of a public speech. • Recap skills in speaking in public / skills in public speech analysis.
15.30 – 15.45	Break for coffee and tea.
15.45 – 17.00	Topic 10. Development of an action plan. <i>PowerPoint Presentation, group exercise, individual work, discussion.</i> Objectives: <ul style="list-style-type: none"> • Present methods of planning actions. • Recap skills in joint planning with involvement of the group members. • Overview a leader's role in achievement of changes at regional level.
17.00 – 18.00	Summary of the training results. Completion of the post-training evaluation questionnaire. Training wrap-up.

Pre-training Questionnaire

The questionnaire below is provided for pre-training evaluation. Participants complete the questionnaire individually prior to the training start.

Dear training participant!

Please, complete the questionnaire and your feedback will help us make the training more informative and interesting for you.

1. Full Name _____

2. Contact Information:

Address _____

Phone numbers: office phone _____ cell phone _____

E-mail addresses: _____

3. Please, check the cells that most reflect your current skills and knowledge relevant to indicated topics.

Skills and Knowledge	Have no knowledge or skills	Have some knowledge and skills, but they are insufficient and I would like to improve them	Have sufficient knowledge and skills
1. Knowledge of leadership and relevant features.			
2. List of fundamental knowledge required for effective leadership performance.			
3. Skills in expressing personal opinion and its justification.			
4. Skills in communicating to a group and establishing interpersonal linkages.			
5. Skills in communicating with government representatives.			
6. Skills in identifying supporters and opponents.			
7. Skills in building consensus in a group.			
8. Skills in developing an action plan.			
9. Skills in speaking in public.			

5. Which of the suggested topics raised your major interest and you would like to have more information on? _____

6. Are there any barriers that might inhibit your effective work during the training? If yes, then what kind of assistance do you require from the trainers in order to remove those barriers?

THANK YOU FOR COOPERATION!!!

Post-training Questionnaire

The questionnaire below is provided for post-training evaluation. Participants complete the questionnaire individually at the training conclusion.

Dear training participant!

Please, complete the questionnaire and your feedback will help us improve the work in the future.

- 1. Please, evaluate your knowledge on the given topics as of the training conclusion using the following options:**

Topic	Did not receive any information on the topic	Did not receive enough information on the topic	Received information but additional clarification is required	Received sufficient amount of information to share it with others
1. Knowledge of leadership and relevant features.				
2. List of fundamental knowledge required for effective leadership performance.				
3. Skills in expressing personal opinion and its justification.				
4. Skills in communicating to a group and establishing interpersonal linkages.				
5. Skills in communicating with government representatives.				
6. Skills in identifying supporters and opponents.				
7. Skills in building consensus in a group.				
8. Skills in developing an action plan.				
9. Skills in speaking in public.				

- 2. Please, evaluate different aspects of the training using a 5-point scale (1 – fully disagree / 5 – fully agree).**

If you have additional recommendations or comments, please, indicate them in the empty row at the bottom of the table.

. Training Content	1	2	3	4	5
Information was new to me					
Information was useful for my organization					
Information was interesting					
<i>For additional recommendations and comments:</i>					

B. Training Facilitation	1	2	3	4	5
Training venue was convenient					
You are satisfied with accommodations and meals					
<i>For additional recommendations and comments:</i>					

3. To what extent did training meet your expectations?

4. What sessions of the training were the most useful for you and why?

5. What sessions of the training were the least useful for you and why?

6. Are there any topics that you would like to have been included into the training agenda?
If yes, then what are they?

7. What events do you plan to facilitate after participation in the training?

8. Indicate specific skills and knowledge that you additionally require? In the empty cells, indicate the needs that are not outlined in the table.

#	Skills and Knowledge Category	Mark the Need
1	What is a Civil Society Organization and how can it be established	
2	Management of Civil Society Organization	
3	Human resources: searching and activity assurance	
4	Cooperation with Civil Society Organizations	
5	Government structure	
6	Cooperation with government structures	
7	Participation in policy making at local level	
8	Identification of a group needs	
9	Raising funds to satisfy a group needs	
10	Public relations	
11	GIPA principles	
12		
13		
14		
15		



USAID HIV/AIDS Service Capacity Project in Ukraine

GIPA: Greater Involvement of People Living with HIV/AIDS

Slide 1.

Top Level Meeting on AIDS (Paris, 1994)

- Declaration of the Principle of Greater Involvement of People Living with HIV/AIDS (GIPA) is critical to support ethical and effective national response to HIV and AIDS.
- 42 countries ratified the Declaration, including Cambodia, China, Indonesia, Filipinas, Thailand and Vietnam.

Slide 2.

“Living with” or “Affected by” HIV / AIDS

The Declaration was expanded based on the broad consensus (UNAIDS, 1999).

- Not categories but a continuum:
 - People with AIDS;
 - HIV-positive people who have no symptoms;
 - Their close environment;
 - People who actually or theoretically are at risk of HIV infection.

Slide 3.

What Does GIPA Mean?

- Recognition of important contribution made by people living with HIV/AIDS or affected by HIV/AIDS in effective epidemic response efforts.
- Establishment of environment for their involvement and active participation.

Slide 4.

Why Is “Greater Involvement” Needed?

- Involvement should provide different roles at all levels of response to HIV and AIDS.
- Involvement is not actual when it is limited to exclusive functions of observation or training.
- Involvement should also provide for participation in decision making at highest levels.

Slide 5.

GIPA or Confidentiality?

- GIPA does not require compulsory disclosure of the status.
- People have right to decide whether to disclose their status or not.
- Supportive environment will provide opportunities for involvement and confidentiality when that would be required.

Slide 6.

“Supportive Environment”

- Laws and policies that prohibit stigmatization and discrimination.
- Laws and policies that protect confidentiality.
- Development of capacity and support of representatives of affected communities.
- Development of capacity of organizations to facilitate their understanding of the GIPA principle benefits and effective implementation of the principle.

Slide 7.

What Is the Importance of the GIPA Principle?

- People affected by the epidemic have valuable hands-on experience.
- People affected by the epidemic have right to participate in HIV response efforts.
- Involvement of these people encourages their self-respect and reduction of stigma and discrimination levels.

Slide 8.

GIPA: Action First

- Affected communities were first to respond to epidemic via HIV prevention programs.
- PLHIV are initiators and set the advocating pattern for assuring accessibility of antiretroviral drugs.
- Policy adoption declared official recognition of importance of currently implemented efforts.

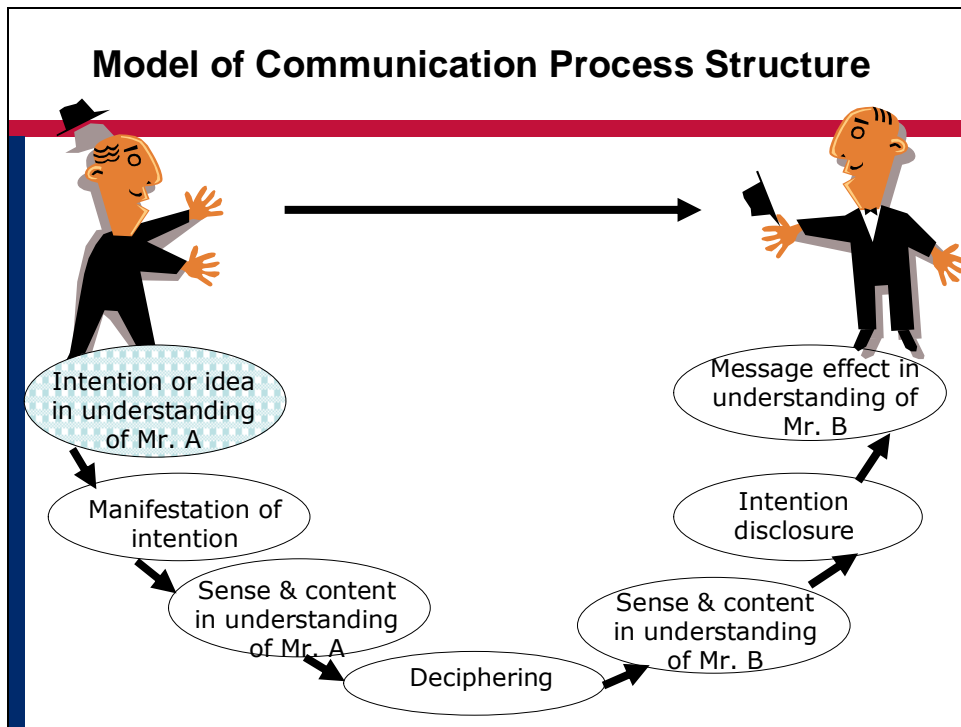
Slide 9.



Slide 1.

Key Definitions of “Communication”	
In broad context:	any contact with another person, any kind of interaction
In specific context:	message production and reception

Slide 2.



Slide 3.

Types of Communication (1)

Verbal –

- Communication via words
 - up to 20 % of information

Slide 4.

Types of Communication (2)

Nonverbal —

- ✓ **posture** ✓ **gestures**
- ✓ **face expression**
- ✓ **look** ✓ **voice tone**

up to 80 % of information

Slide 5.

Effective Communication

Starts with recognition of the facts that:

- ↳ **people perceive the world differently**
- ↳ **Views of other people may be right for themselves; possibly, even more so right than views of the others**

Slide 6.

Perception (1)

- **Perception is unique for each individual**
- Perception may not be right or wrong
- **Respect** to perception and thoughts of other people – **key prerequisite** of effective communication

Slide 7.

Perception (2)

perception +
values + views
=
ATTITUDE

Slide 8.

Attitude

- Attitude is manifested via verbal and nonverbal signs
- Attitude affects the communication process

Slide 9.

Effective Communication (1)

Effective communication
requires
special skills

Slide 10.

Effective Communication (2)

- Active listening
- Rephrasing
- Reflection
- Recognition of feelings

Slide 11.

Active Listening

- Correct ratio of open and closed questions
- Nonverbal support
- Relevant pauses
- Not preoccupied and positive listening

Slide 12.

What Is Necessary for Communication

- Understand content of words that we use and have relevant substantial vocabulary
- Express thoughts clearly without a slightest hint of dubious meaning
- Articulate clearly and use vocabulary that matches the level of a partner
- Express thoughts from the point of view of your personal SELF
- Speak on specific content
- Listen to a partner actively

Slide 13.

Barriers to Effective Communication

- Orders and commands
- Warnings and threats
- Moralization and comments
- Giving advice or pre-made solutions
- Mentoring or “reading a lecture”
- Criticizing, blaming or giving negative assessment
- Labeling, putting at laugh or attempting to disgrace
- Interpreting, analyzing or giving diagnosis
- Condolence
- Trying out or interrogating
- Distracting attention or deviating from the issue

Slide 14.

Barriers to Effective Communication

External:

distortion caused by somebody or something, loss of visual contact, noise

Internal:

failure anxiety, problems (i.e. family issues), lack of respect, discrimination, caring for personal interests only, speaking style, emotions (anger or depression), bodily unease, interruptions, professional slang

Slide 15.

Listen

- ✓To words
- ✓To pauses
- ✓To intonation emphasizing words

Slide 16.

Look

- ✓ At posture
- ✓ At gestures
- ✓ At face expression
- ✓ At eye expression and motion

Slide 17.



Slide 1.

Message Development (1)

Identify message goal: - convince, educate, inform, call for action or all of the above.

Develop text:

- make list of all ideas and issues that you would like to use in the message;
- select those out of the list that would most match the message goals and are of critical importance;
- leave no more than three.

Identify audience:

- number of people in the audience;
- factors uniting them and extent of their awareness on the issue.

Slide 2.

Message Development (2)

Consider methods :	visualization, use of play elements, addressing different individuals or the audience in its entirety...
Consider time :	time of the day and whether or not it might affect attention of the audience, duration of the message delivery, pauses and breaks, etc.
Consider venue :	comfort, distance to audience, speaker's location, equipment capacity for sound amplification and lighting, etc.

Slide 3.

Your Speech

Articulation tempo & clarity:	Speak in slow tempo, use simple words and phrases, make pauses for the audience to think over what you say.
Speaker's involvement:	show that you are involved in the issue and really care for it, use means of expressive language.
Loud voice:	to find out whether your voice is loud enough, ask the audience "Raise your hands, all those who can hear me well" make sure that you speak so that even people in the rear rows can hear you.

Slide 4.

Form of the Message Delivery

Body language:

keep visual contact with the audience, use relevant gestures, dress relevant to situation.

Auxiliary aids:

slides and photos, actual objects under discussion, simple charts or diagrams. Use them to emphasize important issues or in changing the topic. The speaker should be the key subject of visual impact.

Slide 5.

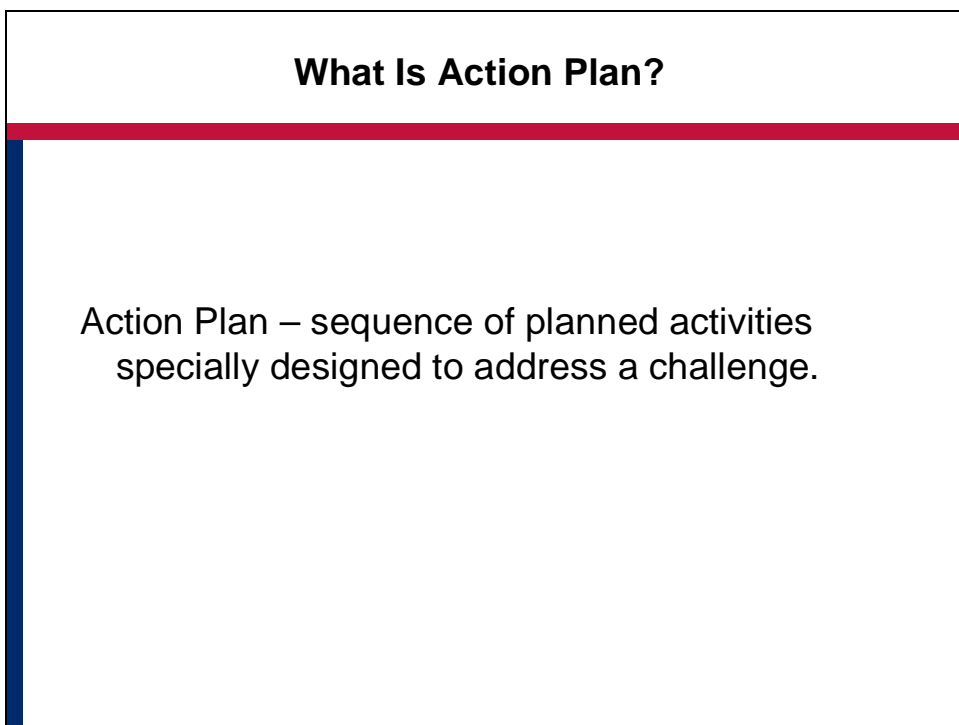
Answering the Questions:

- **You should not know everything, you have right to say “I do not know”, promise to find additional information.**
- **Prefer to provide examples out of personal experience instead of theoretical answers.**
- **Whenever possible, encourage discussions instead of “yes – no” dialogue.**
- **Prepare answers to some questions in advance; decide whether you will respond to questions of personal nature and prepare to explain why.**

Slide 6.



Slide 1.



Slide 2.

Action Plan Components

- What should be done to assure resolution of a challenge (implementation of activities)?
- What resources are required for implementation of activities?
- When should activities be implemented?
- What are expected outcomes of the activities?
- Who is responsible for implementation of the activities and the action plan in its entirety?
- Will the activities result in resolution of the challenge?

Slide 3.

Assess and Select Rational Scenarios Relevant to Challenge Resolution

1. Will resolution of the challenge actually lead to achievement of desired positive result?
2. Will there additional significant challenges occur during the process of current challenge resolution?
3. What should be done to address the challenge? Write down all activities targeting its resolution.
4. What resources – *human, financial, operational, time* – are required for its resolution? Analyze each activity individually.
5. What kind of relationship should be established? Analyze each activity individually.
6. What are barriers inhibiting the challenge resolution?
7. What are opportunities of addressing the challenge under currently available circumstances?

Slide 4.

Action Plan Template				
Activity	Resources	Action Line	Timeline	Responsible
What should be done to address the challenge, each activity individually	Human, financial, operational or other resources required for implementing activity	What relationship should be established, where and how actions should take place	How much time is required, what is the start and the end date	Who is responsible for implementation of the activity

Slide 5.